

Chapter 8

Resources and References

The following collection of references and resources offers a sampling of articles, books, curricula, and Web sites that support the ideas and approaches of C.A.R.E.: *Strategies for Closing the Achievement Gaps*. It is not able to contain everything you will need to move forward in enriching your practice to better serve culturally and linguistically diverse students, but it will help you started.

CULTURE

Adams, Maurianne, Lee Anne Bell, and Pat Griffin, eds. 1997. *Teaching for diversity and social justice: A sourcebook*. New York: Routledge.

Artiles, Alfredo J., and Alba A. Ortiz, eds. 2002. *English language learners with special education needs: Identification, assessment, and instruction*. McHenry, IL: Center for Applied Linguistics and Delta Systems Co, Inc.

Bartolomé, L. 1995. Beyond the methods fetish: Towards a humanizing pedagogy. In *Shifting histories: Transforming education for social change*. Edited by G. Noya, K. Geismar, and G. Nicoleau. Cambridge, MA: Harvard Educational Review.

Bazin, Maurice and Modesto Tamez. 2002. *Math and science across cultures: Activities and investigations from the Exploratorium*. New York: The New Press.

Bigelow, Bill, Brenda Harvey, Stan Karp, and Larry Miller, eds. 1994 (vol.1) and 2001 (vol.2) *Rethinking our classrooms: Teaching for equity and justice*. Milwaukee, WI: Rethinking Schools.

Block, Cathy Collins. 1994. *Creating a culturally enriched curriculum for grades K-6*. New York: Allyn and Bacon.

Braus, Nancy, and Molly Geidel. 2000. *Everyone's kids books: A guide to multicultural, socially conscious books for children*.

Gabriola, British Columbia, Canada: Pacific Edge Publishing.

Brisk, Maria Estela, and Margaret M. Harrington. 2000. *Literacy and bilingualism: A handbook for ALL teachers*. Mahwah, NJ: Lawrence Erlbaum Associates.

Brislin, Richard. 1993. *Understanding culture's influence on behavior*. Fort Worth, TX: Harcourt Brace.

Cole, Robert W., ed. 1991. *Educating everybody's children: Diverse teaching strategies for diverse learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Corson, David. 1999. *Language policy in schools*. Mahwah, NJ: Lawrence Erlbaum Associates.

Cummins, Jim. 2001. *Negotiating identities: Education for empowerment in a diverse society*, 2nd ed. Covina, CA: California Association for Bilingual Education.

Delpit, Lisa. 1995. *Other people's children: Cultural conflict in the classroom*. New York: The New Press.

Delpit, Lisa, and Joanne Kilgour Dowdy, eds. 2002. *The skin that we speak: Thoughts on language and culture in the classroom*. New York: The New Press.

Edwards, Viv. 1998. *The power of Babel: Teaching and learning in multilingual classrooms*. England: Trentham Books Limited.

Gay, Geneva. 2000. *Culturally responsive teaching: Theory, research, & practice*. New York: Teachers College Press

Gibbs, Jeanne. 2001. *Discovering gifts in middle school: Learning in a caring culture called TRIBES*. Windsor, CA: CenterSource Systems.

Gibbs, Jeanne. 2000. *TRIBES*. Windsor, CA: CenterSource Publications.

Greenfield, Patricia, Catherine Raeff, and Blanca Quiroz. 1996. Cultural values in learning and education. In *Closing the Achievement Gap: A vision for changing beliefs and practices*. Edited by B. Williams. Alexandria, VA: Association for Supervision and Curriculum Development.

Howard, Gary R. 1999. *We can't teach what we don't know: White teachers, multicultural schools*. New York: Teachers College Press.

James, Kai. 1998. Dear high school teacher. In *Beyond heroes and holidays: A practical guide to K-12 anti-racist, multicultural education and staff development*. Edited by Enid Lee, Deborah Menkar, and Margo Okazawa-Rey. Washington, DC: Network of Educators on the Americas.

The LAB at Brown University, (2002). *The Diversity Kit: An Introductory Resource for Social Change in Education*, Providence, RI: Education Alliance at Brown University. Content for *The Diversity Kit* was supported by The Institute of Education Sciences (IES), U.S. Department of Education, under Contract Numbers ED-01-CO-0010 and RJ96005401. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of IES, the U.S. Department of Education, or any other agency of the U.S. Government. Copies of *The Diversity Kit* can be downloaded from www.lab.brown.edu/tdl, or ordered in print from publications@lab.brown.edu.

Lee, Enid, Deborah Menkart, and Margo Okazawa-Rey. 2002. *Beyond heroes and holidays*, rev. ed. Washington, DC: Network of Educators on the Americas.

McGinty, Irene, and Noni Mendoza-Reis. 1998. *Towards equity: A guide for teaching and learning in a multicultural society*. Sacramento, CA: California Department of Education.

Menkart, Deborah, Alana Murray, and Jenice View, eds. 2004. *Putting the movement back into civil rights teaching*. Washington, DC: Teaching for Change.

Nieto, Sonia. 2000. *Affirming diversity: The sociopolitical context of multicultural education*. United Kingdom: Longman.

Ogbu, John 1994. From cultural differences to differences in cultural frame of reference. In *Cross-cultural roots of minority child development*. Edited by Patricia M. Greenfield and Rodney R. Cocking. Hillsdale, NJ: Erlbaum.

Ovando, Carlos J., and Virginia P. Collier. 1998. *Bilingual and ESL classrooms: Teaching in multicultural contexts*. Burr Ridge, IL: McGraw Hill.

Peitzman, Faye. 1994. *With Different Eyes: Insights into Teaching Language Minority Students Across the Disciplines*. Reading, MA: Addison Wesley Publishing.

Perry, Theresa, and Lisa Delpit, eds. 1998. *The real Ebonics debate: Power, language and the education of African American children*. Boston: Beacon Press.

Rickford, John R. and Russell J. Rickford. 2000. *Spoken soul: The story of Black English*. New York: John Wiley & Sons.

Rodriguez, Eleanor Reneé, and James Bellanca. 1996. *What is it about me you can't teach? An instructional guide for the urban educator*. Arlington Heights, IL: Skylight Training and Publishing Inc.

Slapin, Beverly, and Doris Seale, eds. 1998. *Through Indian eyes: The native experience in books for children*. Berkeley, CA: OYATE.

Smitherman, Geneva. 1997. *Talkin' and testi-fyin': The language of Black America*. Boston: Houghton Mifflin.

Trentacosta, Janet, and Margaret J. Kenney, eds. 1997. *Multicultural and gender equity in the mathematics classroom: The gift of diversity*. Reston, VA: National Council of Teachers of Mathematics, Inc.

Villegas, Ana Maria. 1991. *Culturally responsive pedagogy for the 1990s and beyond*. Washington, DC: ERIC Clearinghouse on Teacher Education (ERIC Document No. ED339698).

ABILITIES

Armstrong, Thomas. 2003. *The multiple intelligences of reading and writing: Making the words come alive*. Alexandria, VA: Association for Supervision and Curriculum Development.

Block, Cathy Collins. 2001. *Comprehension instruction: Research-based best practices*. New York: Guilford Press.

Bransford, John D., Ann L. Brown, and Rodney R. Cocking, eds. 1999. *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy of Sciences.

Chen, Jie-Qi Chen, Mara Krechevsky and Julie Viens. 1998. *Building on children's strengths: The experience of Project Spectrum*. New York: Teachers College Press.

Cleary, Barbara, and Sally Duncan. 1999. *Thinking tools for kids: An activity book for classroom learning*. Milwaukee, WI: Quality Press.

Corbett, Dick, Bruce Wilson, and Belinda Williams, eds. 2002. *Effort and excellence in*

urban classrooms: Expecting—and getting—success with all students. New York: Teachers College Press.

Dalton, Stephanie Stoll. 1998. *Pedagogy matters: Standards for effective teaching practice*. Santa Cruz, CA: Center for Research on Education, Diversity & Excellence.

Eggans, Paul, and Don Kauchak, eds. 2001. *Educational psychology: Windows on classrooms*. 5th ed. Columbus, OH: Merrill Prentice Hall.

Farris, Pamela, Carol Fuhler, and Maria Walther. 2004. *Teaching reading: A balanced approach for today's classrooms*. Columbus, OH: McGraw-Hill Humanities/Social Sciences/Languages.

Garcia, Gilbert G., ed. 2003. *English learners: Reaching the highest level of English literacy*. Newark, DE: International Reading Association.

Hurley, Sandra Rollins, and Josephina Villamil Tinajero, eds. 2000. *Literacy assessment of second language learners*. Boston: Allyn and Bacon.

Jacobs, Heidi Hayes. 1997. *Mapping the big picture: Integrating curriculum & assessment K-12*. Alexandria, VA: Association for Supervision and Curriculum Development.

James, Donna Walker, Sonia Jurich, and Steve Estes. 2001. *Raising minority academic achievement: A compendium of education programs and practices*. Washington, DC: American Youth Policy Forum.

Kagan, Spencer, and Miguel Kagan. 1998. *Multiple intelligences: The complete MI book*. San Clemente, CA: Kagan Publishing.

Ladson-Billings, Gloria. 1994. *The dream-keepers: Successful teachers of African American Children*. Indianapolis, IN: Jossey-Bass.

Leu, Donald J., and Charles K. Kinzer. 1999. *Effective literacy instruction, K-8*. Upper Saddle River, NJ: Prentice-Hall, Inc.

Malloy, Carol E., and Laura Brader. 1997. *Challenges in the mathematics education of African American children: Proceedings of the Benjamin Banneker Association Leadership Conference*. Easton, MD: National Council of Teachers of Mathematics, Inc.

Marzano, Robert J., Debra Pickering, and Jane Pollock. 2001. *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, Robert J. 2003. *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.

Perry, Theresa, Claude Steele, and Asa Hilliard. 2003. *Young, gifted and black: Promoting high achievement among African-American students*. Boston: Beacon Press.

Ralabate, Patti. 2003. *Meeting the challenge: special education tools that work for all kids*. Washington, DC: National Education Association.

Samway, Katherine Davies, and Denise McKeon. 1999. *Myths and realities: Best practices for language minority students*. Portsmouth, NH: Heinemann.

Saunders, William, Gisela O'Brien, Deborah Lennon, and Jerry McLean. 1999. *Successful transition into mainstream English: Effective strategies for studying literature*. Santa Cruz, CA: Center for Research on Education, Diversity, and Excellence.

Sayavong, Phoumy. 2003. A brief introduction to three selected Southeast Asian languages from Cambodia, Laos and Vietnam. *NABE News* (September/October): 24-28.

Secada, Walter G., ed. 2000. *Changing the faces of mathematics: Perspectives on multiculturalism and gender equity*. Reston, VA: National Council of Teachers of Mathematics.

Secada, Walter G., Elizabeth Fennema, and Lisa Byrd Adajian, eds. 1995. *New directions for equity in mathematics education*. New York: Cambridge University Press.

Short, Deborah J., and Beverly A. Boyson. 2004. *Creating access: Language and academic programs for secondary school newcomers*. Washington, DC: Center for Applied Linguistics.

Silver, Harvey, Richard Strong, and Matthew Perini. 2000. *So each may learn: Integrating learning styles and multiple intelligences*. Alexandria, VA: Association for Supervision and Curriculum Development.

Stiggins, Richard J. 1998. *Classroom assessment for student success*. Washington, DC: National Education Association.

Strutchens, Marilyn, Martin L. Johnson, and William F. Tate. 2000. *Changing the faces of mathematics: Perspectives on African Americans*. Reston, VA: National Council of Teachers of Mathematics.

Sutton, John, and Alice Krueger, eds. 2002. *EDThoughts: What we know about mathematics teaching and learning*. Aurora, CO: Mid-continent Research for Education and Learning.

Taberski, Sharon. 2000. *On solid ground: Strategies for teaching reading K-3*. Portsmouth, NH: Heinemann.

Tharp, Roland, and Peggy Estrada. 2000. *Teaching transformed*. Washington, DC: Center for Research on Education, Diversity, and Excellence.

Tomlinson, Carol Ann. 1995. *How to differentiate instruction in mixed-ability classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tovani, Cris. 2000. *I read it, but I don't get it: Comprehension strategies for adolescent readers*. Portland, ME: Stenhouse Publishers.

Valenzuela, Angela. 1999. *Subtractive schooling: U.S.-Mexican youth and the politics of caring*. Albany, NY: SUNY Press.

Westwater, Anne, and Pat Wolfe. 2000. The brain-compatible curriculum. *Educational Leadership* (November) 58 (3): 49-52.

Wiggins, Grant, and Jay McTighe. 1998. *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wolfe, Patricia. 2001. *Brain matters: Translating research into classroom practice*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wong, Harry K., and Rosemary T. Wong. 1997. *First Days of School*. Mountain View, CA: Harry K. Wong Publications.

Wynn, Mychal. 1994. *Building dreams: Helping students discover their potential*. Marietta, GA: Rising Sun Publishing.

RESILIENCE

Alaska Institute for Community Engagement. 2004. *Helping kids succeed—Alaskan style*. Juneau, AK: Association of Alaska School Boards.

Benard, Bonnie. 2004. *Resiliency: What we have learned*. San Francisco, CA: WestEd.

Bosworth, Kris. 2000. Protective schools; linking drug abuse prevention with student success. Tucson, AZ: Smith Initiatives for Prevention and Education, College of Education, The University of Arizona.

Caruthers, Loyce, Sue Thompson, and Eugene Eubanks. 2004. Using storytelling to discuss the "undiscussables" in urban schools. *Multicultural Perspectives* 6(3): 36-41.

Felner, Robert. 2000. Education reform as ecologically-based prevention and promotion: The Project on High Performance Learning Communities. In *The promotion of wellness in children and adolescents*, edited by D. Chicchetti, J. Rappaport, I. Sandler, and R. Weissberg. Washington, DC: Child Welfare League Association Press.

Jimentz, Kate. 2001. Beyond data mania. *Leadership* (Nov/Dec) vol. 13, no. 2.

Krovetz, Martin L. 1999. *Fostering resiliency: Expecting all students to use their minds and hearts well*. Thousand Oaks, CA: Corwin Press.

Meier, Deborah. 2002. *In schools we trust: Creating communities of learning in an era of testing and standardization*. Boston: Beacon Press.

Moorman, Chick. 2001. *Spirit whisperers: Teachers who nourish a child's spirit*. Merrill, MI: Personal Power Press.

Park, Clara C. 2003. School adjustment of Korean American students. *NABE News* (September/October): 13-15.

Sanchez, Horacio. 2003. *The mentor's guide to promoting resiliency*. North Carolina: Xlibris Corporation.

Weinstein, Rhona. 2002. *Reaching higher: The power of expectations in schooling*. Cambridge, MA: Harvard University Press.

Werner, Emmy E. 2000. Protective factors and individual resilience. In *Handbook of early childhood intervention*. Edited by J. Shonkoff and S. Meisels. New York: Cambridge University Press.

Wright, Marguerite A. 2000. *I'm chocolate, you're vanilla: Raising healthy Black and biracial children in a race-conscious world—A guide for parents and teachers*. San Francisco: Jossey-Bass.

EFFORT

Berman, Sheldon. 1997. *Childrens' social consciousness and the development of social responsibility*. Albany: State University of New York Press.

D'Andrade, Roy G., ed. 1992. *Human motives and cultural models*. New York: Cambridge University Press.

Davis, Barbara Gross. 1993. Motivating students. In *Tools for Teaching*. San Francisco: Jossey-Bass. Available online at <http://teaching.berkeley.edu/bgd/motivate.html>.

Hepler, Susan, and Maria Salvatore. 2003. *Books your kids will talk about! A guide to children's literature for teachers and parents (K-6)*. Washington, DC: NEA Professional Library.

Kohn, Alfie. 1999. *The schools our children deserve: Moving beyond traditional classrooms and "tougher standards."* Boston: Houghton Mifflin.

Nieto, Sonia. 1999. *The light in their eyes: Creating multicultural learning communities*. New York: Teachers College Press.

———. 2003. *What keeps teachers going?*. New York: Teachers College Press.

Richard-Amato, Patricia A. 1995. *Making it happen: Interaction in the second language classroom, from theory to practice*. Boston: Addison Wesley Publishing.

Sagor, Richard. 1998. Collaborative action research for educational change. In *Rethinking educational change with heart and mind*, ed. Andy Hargreaves. Alexandria, VA: Association for Supervision and Curriculum Development.

Walker, Diane. 2002. Insights on motivation: The art and craft of motivating students. *Motivation Matters for Schools*, updated by Melissa Kelly (Fall) vol. 1, issue 2. www.successoriesonline.com/mmatters/html/edu_fall02/i_o_m.html

Williams, Belinda, ed. 1996. *Closing the Achievement Gap: A vision for changing beliefs and practices*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wilson, Bruce, and Dick Corbett. 2001. *Listening to urban kids: School reform and the teachers they want*. New York: SUNY Press.

CORNERSTONES OF IMPROVEMENT

Barkley, Robert Jr. 2004. *Quality in education: A primer for collaborative visionary educational leaders*. Bloomington, IN: 1stBooks. www.1stbooks.com

Brown, John L., and Cerylle A. Moffett. 1999. *The hero's journey: How educators can transform schools and improve learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Call, Judi. 1996. *The quality road*. St. Petersburg, FL: Call Publishing. quality-road@hotmail.com

Darling-Hammond, Linda. 1997. *The right to learn: A blueprint for creating schools that work*. San Francisco: Jossey-Bass.

Denbo, Sheryl J., and Lynson Moore Beaulieu. 2002. *Improving schools for African American students: A reader for educational leaders*. Springfield, IL: Charles C. Thomas Publisher, LTD.

Dolan, Patrick W. 1994. *Restructuring our schools: A primer on systemic change*. Leawood, KS: Systems and Organization.

Durán, Richard, Jane Durán, Rosita Ramirez, and Deborah Perry Romero. 2004. *The immigrant parents' computer literacy project: A strategies guide for implementation*. Washington, DC: Center for Applied Linguistics. www.cal.org/crede/pubs

Baldrige National Quality Program. 2004. *Education criteria for performance excellence*. Gaithersburg, MD: Author. www.quality.nist.gov/Education_Criteria.htm

Evans, Robert. 1996. *The human side of school change: Reform, resistance, and the real-life problems of innovation*. San Francisco, CA: Jossey-Bass.

Fullan, Michael, and Andy Hargreaves. 1997. *What's worth fighting for in your school: Working together for improvement*. New York: Teachers College Press.

Garmston, Robert, and Bruce Wellman. 1999. *The adaptive school: A sourcebook for developing collaborative groups*. Norwood, MA: Christopher-Gordon Publishers, Inc.

Glasser, William. 1990. *The quality school: Managing students without coercion*. New York: Perennial Library.

Hawley, Willis D., ed. 2002. *Keys to effective schools: Educational reform as continuous improvement*. Thousand Oaks, CA: Corwin Press.

Holcomb, E.L. 1999. *Getting excited about data*. Thousand Oaks, CA: Corwin Press.

Kugler, Eileen Gale. 2002. *Debunking the middle-class myth: Why diverse schools are good for all kids*. Lanham, MD: Scarecrow Press, Inc.

Kumashiro, Kevin K. 2004. *Against common sense: Teaching and learning toward social justice*. New York: Routledge.

Miramontes, Ofelia B., Adel Nadeau, and Nancy L. Commins. 1997. *Restructuring school for linguistic diversity: Linking decision making to effective programs*. New York: Teachers College.

Pipher, Mary. 2002. *The middle of everywhere: The world's refugees come to our town*. Orlando, FL: Harcourt.

Mid-Atlantic Equity Consortium. 2000. *Promoting the involvement of Latino parents in Montgomery County Public Schools, final report*. Chevy Chase, MD: Mid-Atlantic Equity Consortium.

Schmoker, Michael J. 1999. *Results: The key to continuous school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Schmoker, Michael J. 2001. *The results field-book: Practical strategies from dramatically improved schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

Senge, Peter, and others. 2000. *Schools that learn: A fifth discipline field book for educators, parents, and everyone who cares about education*. New York: Doubleday/Currency.

Shipley, Jim, and Chris Collins. 1997. *Going to scale with TQM: The Pinellas County Schools' journey toward quality*. Tallahassee, FL: SERVE.

Shipley, Jim. 2004. *School improvement resource guide: A guide for practitioners using the Baldrige approach for school improvement and performance excellence*. Seminole FL: Jim Shipley and Associates.

Sweeney, Linda Booth. 2001. *When a butterfly sneezes (A guide for helping kids explore interconnections in our world through favorite stories)*. Waltham, MA: Pegasus Communications, Inc.

Wicks, Carolyn, and Elaine McClanahan. 1993. *Future force—kids that want to can and do: A teacher's guide to implementing TQM in the classroom*. Raleigh, NC: Pact Publishing Co.

FAMILY-SCHOOL-COMMUNITY PARTNERSHIPS

Boethel, Martha. 2003. *Diversity: School, family, and community connections*. Austin, TX: Southwest Educational Development Laboratory.

Southwest Educational Development Laboratory. 2002. *Connection Collection: School-Family-Community Publications Database*. Austin, TX: Author: <http://www.sedl.org/connections/resources/>.

Jacobs, Lauren E., and Janice M. Hirota. 2003. *Constituency building for public school reform*. New York and Chicago: Academy for Educational Development and Chapin Hall Center for Children at the University of Chicago.

Loucks, Hazel E., and Jan E. Waggoner. 1998. *Keys to reengaging families in the education of young adolescents*. Columbus, OH: National Middle School Association.

Mapp, Karen L. and Anne T. Henderson. 2003. *A new wave of evidence: The impact of school, family and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory.

Mediratta, Kavitha, Norm Fruchter, and Anne C. Lewis. 2002. *Organizing for school reform: How communities are finding their voice and reclaiming their public schools*. New York: The Institute for Education and Social Policy, New York University.

Smith, Andrew J., and Arnold F. Fege. 2002. *Using NCLB to improve student achievement: An action guide for community and parent leaders*. Washington, DC: Public Education Network.

Thompson, Gail L. 2003. *What African-American parents want educators to know*. Westport, CT: Praeger Publishers.

Trumbull, Elise, Carrie Rothsein-Fisch, Patricia M. Greenfield and Blanca Quiroz. 2001. *Bridging cultures between home and school: A guide for teachers*. Mahway, NJ: Lawrence Erlbaum Associates, Inc.

Valdez, Guadalupe. 1996. *Con respeto: Bridging the distance between culturally diverse families and schools*. New York: Teachers College Press.

MULTIMEDIA

CenterSource Systems. 2001. *Energizers from the TRIBES People* (activity cards for use throughout the day). Windsor, CA: CenterSource Systems.

Educating Linguistically and Culturally Diverse Students. ASCD Professional Inquiry Kit. ASCD, 1998. Use of this kit in small groups offers participants the opportunity to learn and apply new ideas about educating linguistically and culturally diverse students. Explore common theories, research, and practice important to educating diverse student populations, including techniques for ESL learners. Available at www.shop.ascd.org

Northwest Native American Reading Curriculum. CD-Rom. The Evergreen State College and Office of Superintendent of Public Instruction, Washington, 2002. This collaboration between higher education and state government has produced a culturally-appropriate K-2 reading curriculum that can be adapted to the experiences of many Native and non-Native culturally and linguistically diverse students. Based on three interdisciplinary thematic units of hunting and gathering, the canoe, and the drum, the CD offers lesson plans, reading materials and other resources to help educators to be effective in building early literacy skills. Contact dhurtado@ospi.wednet.edu or (360) 725-6160.

Quality in the Classroom: How Students and Teachers Co-Manage Their Learning Process. Video/Guidebook. National Alliance of Business and JC Penney Leadership Institute on School Improvement. JC Penney Community Relations, 1999. This video and participant's guide, which represent the seventh session of the JC Penny Leadership Institute on School Improvement, explain a strategy designed to improve learning by changing teaching methods to be more student-centered using quality management tech-

niques, adjusting expectations of education and business partnerships, and assessing district and classroom learning systems. Call (972) 431-1313 or E-mail bdrenna2@jcpenny.com. Find out more about the Leadership Institutes at <http://www.jcpenny.net/company/commrel>

Studies in Native American Education: Improving Education for Zuni Children. Video. Center for Applied Linguistics, 2002. This video is a valuable resource for educators working with Native American students, presenting effective strategies, derived from the CREDE Standards for Effective Pedagogy, for improving classroom instruction. It explores the vision of a classroom community in the Zuni Public School District that works for the success of everyone, where students work together on a variety of challenging activities. Available at www.cal.org/crede/pubs

Systems Thinking/Systems Change. Game or CD-Rom. This kit, containing a board game and facilitator's guide, is designed to help educators understand and gain experience in planning and leading organizational change in educational systems. Contact ST & C Associates cbars@comcast.net or (508) 652-9954

Teaching Alive! CD-ROMs. Center for Research on Education, Diversity and Excellence, 2003. A study of CREDE's Five Standards for Effective Pedagogy, featuring real-life, in-the-classroom examples from elementary school settings, with expert commentary by the researchers. Available from Center for Applied Linguistics www.cal.org

Teaching with TRIBES. Video. Center Source Systems. The tape illustrates the strategies used to fulfill the purpose of the TRIBES process, which is to assure the healthy development of every child so that each one has the knowledge, skills and resiliency to be successful in a rapidly changing world. Go to www.tribes.com/shopping/ to purchase.

WEB

[The Center for Comprehensive School Reform and Improvement's](http://www.csrclearinghouse.org) mission is to help schools improve by providing them with accurate and practical information and helping them to use it. Currently, the site houses a variety of information, tools, guides, and links relating to comprehensive school reform and school improvement. In the near future, the site will feature online technical assistance including frequently asked questions (FAQ's), facilitated discussions, online workshops, and self-study modules. This site is a successor to the National Center for Comprehensive School Reform Web site. www.csrclearinghouse.org

[Center for Research on Education, Diversity, & Excellence \(CREDE\)](http://www.crede.org) builds on its previous work as a federally-funded research and development program by focusing on improving the education of students whose ability to reach their potential is challenged by language or cultural barriers, race, geographic location, or poverty. www.crede.org

[The Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](http://www.casel.org) has a mission to enhance children's success in school and life by promoting coordinated, evidence-based social, emotional, and academic learning as an essential part of education from preschool through high school. CASEL fulfills this mission through research, program development, publications, and an electronic newsletter. www.casel.org

[The Education Alliance at Brown University](http://www.lab.brown.edu) promotes educational change to provide all students equitable opportunities to succeed. The Alliance advocates for populations whose access to excellence has been limited or denied. The Education Alliance conducts applied research and offers technical assistance in the areas of secondary school redesign, professional learning, and education leadership, all of which reflect equity and diversity issues found within schools. www.lab.brown.edu

[Jim Shipley & Associates, Inc.](#) specializes in the design and delivery of Baldrige-based consulting and training for all levels of educational systems. Each workshop is supported by training and materials that support teachers, principals, district staff, parents, students, and business partners. These services support a systemic approach to school change that fosters continuous improvement. www.jimshipley.net

[The Learning First Alliance](#) is a partnership of 12 national education associations (including NEA) dedicated to improving student learning in America's public schools. The Alliance's goals focus on ensuring high academic expectations, safe and supportive schools, and parent and community engagement for all students. The Alliance has several publications (most available on their website) dealing with the Federal education legislation, reading, math, safe and supportive schools, district-wide improvement and promoting public education. www.learningfirst.org

[The Learning Cooperative](#) provides a variety of products and services, including an array of tools, products and information services designed to help your classroom, school, or district create and maintain a culture of continuous improvement (CI), coaching in creating and maintaining a culture of continuous improvement; certification as a practitioner or coach of CI processes; and an assortment of CI e-services including on-line coaching and threaded discussions led by educators. www.learningcooperative.org

[Learning Point Associates, Inc.](#) is a nonprofit educational organization that empowers educators to transform student learning by equipping them with research-based strategies and services that are user friendly, cost effective and responsive to the unique needs of the field. Its latest product is *All Students Reaching the Top: Strategies for Closing Academic Achievement Gaps* (see references for Culture chapter). www.learningpt.org

[Mid-continent Research for Education and Learning](#) (McREL) makes a difference in education by delivering the best in field-based research and product development, workshops and training, technical assistance and consulting, evaluation and policy studies, information resources, and community education and public outreach. www.mcrel.org

[The National Study of School Evaluation](#) (NSSE) has the mission to provide educational leaders with state-of-the-art resources, tools, and support services to enhance and promote student growth and school improvement through accreditation. One key resource is DataPoint, a Web-based tool for collecting, managing and analyzing student data. It integrates your reports of data into your school improvement plan so that you can evaluate student performance, prioritize areas for improvement, and implement best practices and research-based instructional strategies to improve student achievement. www.nsse.org

[The NEA Health Information Network Mental Wellness](#) program collaborates with national mental health organizations and programs to provide NEA members with information, education, and training about timely mental health topics. Of special note is the wealth of resources dealing with building resilience in students and the adults who work with them. <http://neahin.org/programs/mentalhealth/index.htm>

[The NETtrain System](#) is designed to share standards-based, technology-driven learning modules which are created by teachers to be used by students in the classroom. Most of the students in the Education Technology Improvement Project, of which NETtrain is a part, are of Navajo heritage and thus the modules are infused with multicultural themes and methodologies. <http://nettrain.unm.edu>

[New Horizons for Learning \(NHFL\)](#) is an international network of people, programs, and products dedicated to successful, innovative learning. Based in Seattle, NHFL acts

as a positive change in education by working to implement proven strategies (e.g., brain-based teaching and learning, multicultural education, multiple intelligences) for learning at every age and ability level. www.newhorizons.org

The Northwest Regional Education Lab improves educational results for children, youth, and adults by providing research and development assistance in delivering equitable, high-quality educational programs. The Lab houses the Centers of Excellence which focus on Classroom Teaching & Learning; School & District Improvement; School, Family, and Community; and Research, Evaluation, and Assessment. www.nwrel.org

Oyate is a Native organization working to see that Native lives and histories are portrayed honestly, ensuring that all people will know their stories belong to them. Their work includes evaluation of texts, resource materials and fiction by and about Native peoples; conducting teacher workshops, in which participants learn to evaluate children's material for anti-Indian biases; administration of a small resource center and library; and distribution of children's, young adult, and teacher books and materials, with an emphasis on writing and illustration by Native people. www.oyate.org

The Resiliency Education Program (REP) trains school teams in a five-day intensive approach that is designed to mirror the brain-based learning process. This is the same process that school staff will utilize to implement the program in their school. The REP is competency-based, outcome-driven, and intensive. The program addresses student assessment, staff development, and specific programs that should be implemented in successful educational reform. www.resiliencyinc.com

The Rural School and Community Trust works in rural communities and small towns across America, but especially in those rural places stressed by historical patterns of

poverty and racism, declines in population, major changes in population composition, and fundamental economic change. The Trust provides a variety of services -- training, networking, technical assistance, coaching, mentoring, research, policy analysis -- and materials to increase the capacity of rural schools, teachers, young people, and communities to develop and implement high quality place-based education. www.ruraledu.org

TRIBES is a network of learning communities that are safe and caring environments in which students can do well. TRIBES moves beyond "fix-it" programs focused on reducing student violence, drug and alcohol use, and absenteeism, etc., to create positive school or classroom environments that improve behavior and learning. The TRIBES TLC® process is a community building process whose purpose is to assure the healthy development of every child so that each one has the knowledge, skills and resiliency to be successful in a rapidly changing world. www.tribes.com

